

# Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
10.58.210 CONCEPTUAL FRAMEWORK(S)	<del>10.58.210 CONCEPTUAL FRAMEWORK(S)</del>	
(1) Each unit shall operate from the basis of a well-defined conceptual framework(s). A conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) distinguishes among the graduates of one institution from those of another.	<del>(1) Each unit shall operate from the basis of a well-defined conceptual framework(s). A conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) distinguishes among the graduates of one institution from those of another.</del>	
(a) Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework(s) that establishes the vision for the unit and its programs. At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.	<del>(a) Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework(s) that establishes the vision for the unit and its programs. At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.</del>	
(b) The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.	<del>(b) The conceptual framework(s) provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation.</del>	
(c) It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students.	<del>(c) It makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students.</del>	
(d) It reflects the unit's commitment to diversity, including the unit's commitment to serving American Indians and implementing Indian Education for All, 20-1-501, MCA, and the preparation of educators who help all students learn.	<del>d) It reflects the unit's commitment to diversity, including the unit's commitment to serving American Indians and implementing Indian Education for All, 20-1-501, MCA, and the preparation of educators who help all students learn.</del>	



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(e) It reflects the unit's commitment to the integration of technology to enhance candidate and student learning.	<del>(e) It reflects the unit's commitment to the integration of technology to enhance candidate and student learning.</del>	
(f) The conceptual framework(s) also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.	<del>(f) The conceptual framework(s) also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.</del>	
(g) The conceptual framework shall incorporate 20-25-104 and 20-25-603, MCA, and address additional Montana state statutes as required.	<del>(g) The conceptual framework shall incorporate 20-25-104 and 20-25-603, MCA, and address additional Montana state statutes as required.</del>	
(2) The conceptual framework(s) provides the following structural elements: (a) the mission of the institution and unit;	<del>(2) The conceptual framework(s) provides the following structural elements: (a) the mission of the institution and unit;</del>	
(b) the unit's philosophy, purposes, professional commitments, and dispositions;	<del>(b) the unit's philosophy, purposes, professional commitments, and dispositions;</del>	
(c) knowledge bases including theories, research, the wisdom of practice, and education policies;	<del>(c) knowledge bases including theories, research, the wisdom of practice, and education policies;</del>	
(d) performance expectations for candidates, aligning them with professional, state, and institutional standards; and	<del>(d) performance expectations for candidates, aligning them with professional, state, and institutional standards; and</del>	
(e) the system by which candidate performance is regularly assessed.	<del>(e) the system by which candidate performance is regularly assessed.</del>	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

